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# DEPARTMENT OF NURSING EDUCATION

IN CHARGE OF  
ISABEL M. STEWART, R.N.

## SUMMER INSTITUTES FOR SUPERINTENDENTS AND TEACHERS OF NURSING SCHOOLS

The summer institute is a familiar American institution which has been developed extensively in connection with the teaching profession. Recently a few tentative experiments have been made in developing summer institutes for nurses. It is believed that they will meet a very great need among our busy superintendents and teachers who are unable to leave their posts for longer periods of study, and it is very much hoped that nursing organizations in all the states will interest themselves in developing such institutes for their own members, so that in time we may have many centers carrying on this work in all parts of the country.

The institute is somewhat different from the Summer School which is usually organized more on the plan of the regular college course, with certain educational requirements for admission, with a definite program of study which has to be systematically carried out, with examinations at the end, and a system of academic credits which may or may not lead to certificates or degrees. Summer courses for superintendents and teachers have for several years been offered in connection with the Summer School of Columbia University and more recently, the Summer School of California University.

An institute is usually held for a shorter term, not more than one to two weeks as a rule. An effort is made to locate it in some attractive and accessible place where social and recreational, as well as educational facilities, are obtainable. Some states have teaching institutes in each county, others have larger central institutes which thousands of teachers attend. Some are held in connection with Universities and Normal Schools, either while the regular work is in session, or in the vacation period. No educational requirements are made and there are no examinations and no credits given as a rule. The bill-of-fare is varied, the idea being to help teachers who have often little or no professional preparation, to get hold of a few essentials, rather than to attempt a comprehensive and thorough study of any one subject, and to stimulate and refresh as well as to give practical help. In larger institutes it is necessary to provide different sections for teachers with special interests.

Institutes may be arranged by teachers' organizations, by state superintendents and supervisors, or by state universities. Expenses for lectures are usually covered by a small registration fee, often not more than a dollar, though this would depend on the numbers attending.

There seems to be no reason why nurses should not unite with teachers in some of the institutes already organized, taking advantage of many of the general lectures on teaching and educational organization, and arranging for additional lectures on subjects of special interest to them. By writing to the Superintendent of Instruction in the state, details could be obtained about institute plans for the coming summer, and it would probably not be too late, even now, to arrange for a special section for nurses at some of these state institutes. The State Leagues of Nursing Education would seem to be the logical organizations to take up such a plan, and where Leagues have not been formed, the State Nurses' Associations might take the initiative.

Institutes may also be organized independently, in connection with hospitals or other institutions. A very interesting experiment of this kind was carried out last summer by Mary C. Wheeler at the Illinois Training School, Chicago. Miss Wheeler offered a course of a month for hospital and training school executives. The requirements for the course were good health, graduation from a recognized school for nurses, executive work for one year, and two weeks' vacation. The tuition fee was \$25.00 and those who came bore their own expenses.

Each morning, work began at 7.50 with a short period of setting-up exercises, followed by a half-hour conference which was conducted by the members themselves. There were 133 lectures given on a wide variety of subjects, including housekeeping, hospital organization (equipment, finances, etc.), training-school organization and management, teaching, psychology, public health work and a number of miscellaneous subjects. Most of the lectures were conducted by Miss Wheeler, and other members of the hospital and training school staff. A number of excursions were made to institutions, supply houses, and other places of interest in Chicago. Miss Wheeler hopes to repeat the course this summer.

Adda Eldredge, Interstate Secretary, also assisted at a summer institute of two weeks at the University of Montana, Missoula. Regular professors of the University gave lectures on psychology, nutrition, etc., and Miss Eldredge conducted the courses on teaching, training-school administration, and records.

It is, of course, important in organizing institutes, that there should be something worth while to offer, before bringing busy women

together even for a week or two, and nurses should be particularly careful to see that both the educational and professional credentials of those who are to present nursing subjects, are satisfactory. This cannot be left to people outside the profession, as even experienced educators have the vaguest ideas, very often, of what qualifications would be required. Provision would need to be made, also, for living accommodations, and it is desirable that social life and recreation should not be neglected.

Should we not make a special effort within the next two or three years, to develop at least one good summer school or institute for nurses in each state?

#### CONDITIONS OF STATE AID FOR EDUCATIONAL INSTITUTIONS<sup>1</sup>

BY I. L. KANDEL, PH.D.

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The problem of state aid for education presents some difficulties in this country. Two traditions have been developed—one of publicly provided and publicly maintained education entirely under public control, and the other privately endowed institutions independent of external control. The one represents the native development of the democratic ideal, the other the survival of the Anglo-Saxon distrust of state action. Much may be said for each type of educational provision. A situation has, however, been reached where further expansion to meet the increasing public demands and needs is impossible, if education must continue to depend on private philanthropy. The comparative failure of the numerous drives recently undertaken for educational endowments requires the consideration of new methods of educational support.

Democratic opportunities have made possible, and democratic idealism has prompted, unparalleled gifts for the general good. The size of individual endowments has increased considerably in recent years, but the present annual average of gifts for education—about sixty million dollars,—is less than the individual resources of half a dozen banks or trust companies, and the total endowment of our colleges, about half a billion dollars, is less than the individual resources of half a dozen banks or trust companies. Estimating the present wealth of the United States at two hundred and fifty or three hundred billion dollars, endowments represent perhaps one per cent. of the total and give little indication of exceeding such proportion. It seems further that future educational philanthropy may be directed to the

<sup>1</sup> Read at Teachers College Alumnae Conference, February, 1920.

encouragement of new experiments in education rather than the perpetual conduct of much needed types of training.

The problem to be faced, then, is how to secure financial support for new educational endeavors. Is it possible to introduce a third method of maintenance in addition to the other two already mentioned? The expansion of state enterprise is only limited by public will and this, in turn, is affected by education and propaganda. It is on the whole a simple problem.

Independent institutions are in a different situation—particularly on the Eastern Coast where the private institutions predominate. The practice of state aid to private institutions for higher and professional education is not unknown here. New Hampshire makes a grant to Dartmouth College; Vermont until recently supported the three institutions for higher education in that state; in Massachusetts, state aid to the Massachusetts Institute of Technology and the Worcester Polytechnic Institute was only withdrawn last year; New York State gives aid to a number of institutions in return for scholarships; Pennsylvania makes large grants to universities, schools and hospitals; Maryland assists a great variety of institutions from the Johns Hopkins University down to a private academy; while Virginia supports a few small colleges in addition to the state university.

Opposition has recently arisen against such support for privately endowed independent institutions. This has arisen from the fact that there is not in this country any well defined principle of public aid to private colleges. Hitherto such appropriations have been made without any public supervision. Public aid without public control is questionable policy. It tends to lead to a political scramble in which the undeserving institution puts forth specious claims for support. It has meant politically that a balance has to be maintained between all kinds of claims. Personal and local interest often prevails over the public good. State aid should only be granted with state control, if the power of the state is not to be put at the disposal of any enterprise calling itself philanthropic or educational.

This principle has been developed on an extensive scale in England, where public and private institutions flourish side by side and may receive aid from the national exchequer provided they submit to public inspection and meet certain uniform minimum standards. Fruitful experiments in education and social welfare may be and have been initiated by voluntary agencies and are now receiving state support, if they have not actually been incorporated in the public systems. Taking examples from your own field:—the feeding of children, schools for mothers with visiting nurses, medical inspection and treatment, play centers and physical welfare, all began as voluntary

efforts and are coming under state supervision. The great universities, finding themselves in a situation similar to that of our own private endowed universities, now find that they must accept the national principle and submit to public supervision, if they are to receive state aid.

There are, however, certain principles of public support for education which have been recognized by the leading authorities in this country and which bear on our problem. Thus Dutton and Snedden state:

It is becoming more widely an accepted principle that in those fields of social action in which private or philanthropic effort are insufficient, and which state aid can reach, public support and control are justifiable. Under both monarchical and democratic governments may we look for a widening of state activity in the direction of providing more abundantly the resources which make for widespread individual well-being.

And Cubberley in his latest work writes:

Just how schools should be supported must be determined by a consideration as to their nature. If they are only or largely of personal or local benefit, such as telephone service, street lighting, pavements or streets, then they should be supported by individual or local taxation. Being conceived, though, as essential to the welfare of the State as a whole, then their support should be by the general taxation of all, and not from taxes or fees paid by the parents of the children educated.

And elsewhere,

The needs of our democracy are alone the test, and these needs are to be determined by majority action and in the majority interest, and not imposed by rule or to meet the needs of a class.

Do these principles have any bearing on the problem of training nurses? The question of training still seems to be somewhat in the same stage as the training of teachers was, not so long ago. There are still many who are satisfied to go on with the handy motherly person, and one still sees advertisements of correspondence schools which offer complete training in a few weeks. If nursing is to be kept on this level, no argument can be produced for public support of training institutions. Short periods of apprenticeship combined with motherliness will be enough. But the whole attitude to the problem of health is changing.

The function of the medical profession is not merely curative, it is preventive, and preventive medicine means a public health programme, and a public health programme implies education. To be in a position to carry out this programme, the period and quality of training for the nurse must be extended. Even during the war in spite of the great shortage, England found it necessary to employ at least two nurses for every doctor in the school medical service.

Bedside nursing whether in the house or in the hospital is not the only function of the nurse. The scope of her field is now enlarged from merely dealing with individuals who are ill. Infant-welfare, the school medical service, medical social service, the prevention of tuberculosis, coöperation in industrial welfare, and district visiting are all functions that have in mind not the care of the individual but the promotion of public health. An expanding programme of social betterment now includes health insurance as one of the greatest public needs. The whole problem is now placed on a public footing. It is to the interest of the public to have a healthier environment for healthier citizens. In this programme the nurse must play an important part.

How is the number of nurses to be increased and how is the state to guarantee the quality of her training? It is not enough merely to license nurses. The state not only licenses teachers; it controls their training. Private and philanthropic effort are insufficient; state activity is widening, and for these reasons the state should take its part in training those on whom will fall a share of the conduct of the public health programme. Cubberley's statement is, that if an activity is conceived as essential to the welfare of the state as a whole, then its support should be by the general taxation of all. If the present tendencies are realized, the nursing profession will become as essential as the teaching profession. The objection that many nurses may be trained who will not enter public or semi-public service will not hold, since more and more the scope for the private nurse will become limited. In any case, many teachers do enter private schools and many use teaching as a stepping stone for other walks in life.

The precedent has, however, been established already. State universities are beginning to provide training courses for nurses. Further, the state is providing, in coöperation with the federal government, grants for vocational preparation, from which the individual benefit is likely to be greater than the public. The same principle of state aid should then be extended to the training of nurses, and if state institutions are to be supported wholly in this work, then private institutions doing the same work with similar ends in view should be entitled to assistance. But any argument for such assistance must fall to the ground unless those who are interested in it are ready to accept the careful scrutiny and supervision of the state, that is, of the public that is paying the money.

The ultimate basis then for public aid to educational institutions is the interest of the public or public service; but the public must be assured of the quality of that service, and this can be secured only by careful control and supervision of the institutions that give the training.

## NEWS NOTES

*A Historical Nursing Collection in Honor of Miss Nutting.*—It is believed that the whole profession of nursing will be interested in the Adelaide Nutting Historical Nursing Collection which the graduates, students, and friends of the Department of Nursing and Health have recently founded in honor of Miss Nutting, and of the Twentieth Anniversary of nursing work in Teachers College.

The initial sum of \$1,200 for starting this new historical collection will not go very far, but the Alumnae hope to add to it from time to time, and they also hope that other students and admirers of Miss Nutting and friends of nursing will wish to help in making this a most complete and valuable historical collection of which we shall all be proud.

Although the library will be housed in the college, it will be available for any student of nursing history who wishes to consult it. Already a number of exceedingly interesting books and documents have been given or promised, and the Department will be very glad indeed if all nurses interested will help in locating and securing for this collection old books, prints, hospital and association reports, and other material of historical value. To avoid duplication of contributions, it would be well to write first to the Nursing and Health Department at Teachers College, Columbia University, New York.

*The Army School of Nursing Established on a Permanent Basis.*—It has been decided to put the Army School of Nursing on a permanent basis. At the main headquarters, Walter Reed General Hospital, Washington, a model school of moderate size will be established and later, branches may be organized in other permanent Army hospitals. The Army School feels that it can provide students with rather exceptional advantages in certain ways,—excellent instruction by permanent full time specialists in the pay of the Army, the eight-hour day, freedom from much routine ward work (which is done by corps men and other employees), special training in civilian hospitals and public health organizations of good standing, and preparation for executive work in Army hospitals. With practically unlimited governmental resources for equipment and teaching, it should be possible not only to offer a good nursing course of the ordinary type, but to go much further in carrying out experiments which may lead to the establishment of newer and better standards in nursing education.

*Correction.*—A mistake was made last month in announcing the gift to Mount Sinai School of Nursing. The gift of \$50,000 was given by Wm. D. and Frederick Scholle in memory of their father, and not by Mr. Lillienthal, as stated. On page 471 the number of nursing schools should read 1600, instead of 600.

*Lantern Slides Illustrating the History of Nursing.*—The Nursing and Health Department at Teachers College has had a number of inquiries regarding sets of historical slides for use in Nursing Schools. The cost of such slides can be very much reduced if the initial cost is distributed over a number of schools. If enough orders could be assured, the Department would be willing to arrange to have these made at the smallest possible expense. A collection of moderate size would cost from \$50 to \$75. It is hoped to have a smaller series illustrating the life of Florence Nightingale, which can be used for the celebration of the Centennial, May 12th. Those interested should write to Miss I. M. Stewart, 525 West 120th Street, New York City.

*Annual Reunion and Conference of Nursing and Health Alumnae, Teachers College, February 19-21.*—The meetings were rather more extensive and more interesting this year because of the celebration of the Department's 20th anniversary. A large group of alumnae, students, and friends met on Thursday



afternoon in the chapel of the College, where several addresses were given dealing with the history of the Department, and with its contribution to nursing education and public health work. Miss Nutting's opening paper reviewed the main steps in the development of the Department's work, beginning in 1899 with the entrance of two students and continuing to the present year with a registration of 288 full-time and part-time students. Miss Nutting thanked the many good friends who have assisted so generously in making this advancement possible, particularly acknowledging the Department's debt to Mrs. Jenkins, whose generous endowment in 1910 opened the way to the much wider expansion of recent years.

Dean Russell, speaking on The Education of Nurses and the University, stressed the fact that nurses had "made good" in university work, that their educational standards were quite equal to those of other students and were constantly rising, that they had demonstrated their right to professional status by the growing body of scientific knowledge which they now command and by their power of directing their own activities along lines of highly useful public service. Dean Russell paid a warm personal tribute to Mrs. Robb and other nursing leaders whose vision, faith, and enthusiasm first induced him to admit a very small group of nurses to Teachers College, also to Miss Nutting, to whose genius, energy, and devotion he attributed the quite unprecedented growth of this department.

Dr. Winslow, who has been a member of the staff of the Department for ten years, spoke on The Education of Nurses for Public Health Work. Dr. Winslow believes that the public health nurse has come to be the most important factor in the public health campaign and he attributes this very largely to the social vision, energy, and personality of nurses themselves, who both as individuals and as organized groups have persistently pushed forward the idea of prevention and the idea of health education as an essential part of the nurse's work. Dr. Winslow does not agree with some health authorities who feel that this teaching work can be separated from the actual nursing care of patients. He believes, however, that the ordinary training as carried on in most hospitals is insufficient and that the nurse's educational foundations must be greatly strengthened if she is to measure up to her possibilities in public health work. The credit for the first pioneer effort in this direction must be given to the Department of Nursing and Health, which has led the way not only in this country, but in other countries in the professional preparation of nurses for the public health field.

Lillian Wald, of Henry Street Settlement, speaking on The Visiting and Teaching Nurse in the Community, emphasized the value of practical experience in the field and the high privilege which nurses have in being able to unite with tender ministrations to the sick, the most potent kind of educational force. Back of the soundest and broadest practical scientific training she felt there must be a kind of moral zeal, closely akin to the religious feeling which has always given a powerful impetus to nursing service. Referring to the International Red Cross Congress at Cannes, which she attended last summer, Miss Wald pointed out that in every proposed plan for health protection the public health nurse was the key to the situation. Countries lacking such workers are hopelessly handicapped and America has a great service to render not only in training and sending nurses to such countries, but in working out sound and serviceable methods which can be used in any part of the world.

In her paper on The Service of The Department of Training Schools and Hospitals, Sara E. Parsons called attention to the large numbers of teachers and

superintendents who have been trained and sent out from the college, and who have not only succeeded in building up individual nursing schools, but have also helped greatly in raising the general standards of nursing education throughout the country. Important as this contribution has been, however, Miss Parsons felt that an even greater service has been rendered to nursing schools by the unfailing advice, inspiration and criticism which they have learned to look for from the Department at the College.

Before closing this part of the Anniversary program, Permelia Doty, president of the Nursing and Health Alumnae, on behalf of the past and present students of the Department presented Miss Nutting with a check for \$1,200, which was intended to serve as a token of the love and admiration of her "children" and of the very real pride which they feel in her leadership.

At the conference Friday morning on Teaching and Administration in Nursing Schools, the subjects discussed were: How to Recruit More Qualified Women for Teaching and Executive Positions in Hospitals, by Maud Landis, of the Connecticut Training School, New Haven; How to Increase the Educational Value of the Practical Work of Pupil Nurses, by Effie Taylor of the Johns Hopkins Nursing School; How to Economize the Time and Energy of Pupils and Teachers in Nursing Schools, by Jane Ramsey, Lakeside Hospital, Cleveland; and Some Problems of State Supervision of Training Schools, by Elizabeth Burgess, State Education Department, Albany, New York.

It is evident from the whole trend of thought in these papers and the discussions which followed, that the main hope of securing both graduate and pupil nurses for hospital work lies in providing greater opportunities for individual initiative, and for educational advancement, in broadening the social and intellectual life of the nurse, in reducing the present exhausting hours of service, and by providing better salaries for graduates in hospital positions.

The plan to eliminate much of the routine unskilled work now done by student nurses seems to meet with general approval but further readjustments need to be made in order that the rich clinical resources of the hospital might be made more available for student nurses. A number of practical suggestions were made, among them the setting aside of a special teaching ward for beginning pupils, where they could be under constant teaching and supervision, the wider use of case histories in the teaching of nurses, more clinical teaching, and more opportunity for specialization within the third year.

Miss Burgess gave a very clear picture of the work of an inspector of nursing schools, and some of the typical problems with which she has to deal, the deplorable and discouraging lack of comprehension of what a nursing school stands for, the efforts to evade the requirements of the law, the constantly changing and unsuitable officers in many nursing schools, and the poverty and inadequacy of many hospitals as training fields. In spite of all these difficulties, however, the field offers unlimited opportunities for helpful and constructive work in nursing education.

Some of the papers and reports from the Friday and Saturday meetings will be published later.